CAWOOD HIGH SCHOOL LITERACY PLAN
Developed September 24, 2002
Harlan, Kentucky

Literacy Team members present:
District consultant present: Anita Tolliver
KDE consultants present: Beckie Wade, Region 6 Language Arts consultant, and René
     Matthews, High School Reading consultant in Frankfort

LITERACY GOALS*:   (1) to have no Novice portfolios
      (2) to increase the number of students scoring at levels 3 and 4 on open response items in the Informational reading subdomain (in 2002, 74% scored below level 3)
      (3) to improve students' performance on the multiple-choice questions in the Literary reading subdomain (in 2002, there were more incorrect answers on Literary reading than any other subdomain. This is a problem considering the time spent on Literary reading in English classes.)

*Literacy Team members need to study the recent KCCT reading and writing data to determine specific number targets. Software from the Region 6 Service Center is available to set a goal that will get students to proficiency by 2014. The number targets should not be random, and they should be challenging.

Comprehensive Schoolwide Literacy Program Element—
PROFESSIONAL DEVELOPMENT

Step 1 Implementation	Step 1 Evaluation
Continue mentoring program—each faculty member mentoring three seniors through the portfolio process. This is professional development for all faculty members because each student will essentially become a "case study" as teachers help them produce Apprentice or above portfolios.	a) Since every faculty member should be involved, the principal needs to monitor the implementation. Until a formal structure is in place (the Literacy Team could help the principal create the formal structure), the principal could randomly ask students about their work with their Mentors. In brief, informal conversations in the hallway or before/after school, the principal could ask students how their portfolio was coming, how their mentor has helped them in the process, how much time their mentor has spent with them, and what they needed more help on from their mentor. b) students' 2003 portfolio scores c) Teachers need an opportunity to write about/discuss what they learned from mentoring and how that work will

	change their instruction. (For example, in a faculty meeting, teachers could be given a few minutes to jot down thoughts in reaction to a prompt: What did you learn from mentoring students? How will what you learned change your instruction? After they have time to write, they could share ideas with the people at their tables.) There are many ways to do this. The Literacy Team needs to decide how to give teachers this opportunity and to determine what kind of feedback they need to make the program a success next year.
Step 2 **Implementation**	**Step 2** **Evaluation**
At the principal's recommendation, the district math consultant will work with math teachers on developing open response items and portfolio pieces.	How will this be evaluated? The district consultant will probably lead teachers in scoring student work against their prompts which is one way to evaluate open response prompts.
Step 3 **Implementation**	**Step 3** **Evaluation**
Literacy Team members use the fall and winter test scrimmages as a professional development opportunity to learn more about Informational Reading open response prompts.	In scoring the student responses to the Informational reading open response items on the scrimmage test, members look for trends in student answers. They will generate a list of ways instruction could be improved to generate higher student performance on the next scrimmage. Note: Literacy Team members said they were not yet ready to provide professional development for the faculty on how to develop open response items and score them against a rubric. However, a logical next step would be for Team members to present their findings (from the fall scrimmage) to all 10th grade teachers so that their students will improve their performance on the winter scrimmage.

Comprehensive Schoolwide Literacy Program Element—
ALIGNED CURRICULUM

Step 1 **Implementation**	**Step 1** **Evaluation**
English teachers will align their curriculum with the KCCT Reading blueprint (30% literary, 30% informational, 20% persuasive,	a) The principal holds teachers accountable through their lesson plans and his observations.

and 20% practical/workplace reading). Teachers will need support from the librarians in finding and adding informational, persuasive, and practical/workplace texts to use in their classes.	b) students' scores on the 2003 KCCT Reading subdomains
Step 2 **Implementation**	**Step 2** **Evaluation**
English teachers will consistently ask students to apply what they have learned to new texts that they have never seen before.	English teachers will share results and get feedback in department meetings or teachers could pair up to work on this as partners.
Step 3 **Implementation**	**Step 3** **Evaluation**
English teachers will use the Accelerated Reading multiple-choice questions as practice for the KCCT Literary Reading multiple-choice questions.	a) A current level needs to be determined: on average, what percentage of AR multiple-choice questions are students getting correct? b) Keeping in mind that AR multiple-choice questions are generally on a lower level than KCCT Reading questions, determine what percentage students should be scoring correct (90%? 80%?).

NEXT STEPS

April 2003	Turn this plan into a CSIP (Comprehensive School Improvement Plan) component
All the Professional Development should impact Instruction.	Changes should be based on a) teachers' experiences in the mentoring program b) math teachers work with the district consultant c) 10th grade teachers between scrimmages
Aligned Curriculum	For Accelerated Reader to be effective, English teachers need to align the way they implement the program. At the end of the year, English teachers could share the ways they have used the program to determine the best way to implement it schoolwide.
Targeted Intervention	The intervention needs to be different than the instruction. How will English class be different for those 9th graders who are repeating it?